**Robust Teaching/Learning Cycle**

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**AFTER INSTRUCTION**

Communicate Student Progress

**How will we share what each student has learned?**

Practice: Teachers engage collaboratively with colleagues, students and families to communicate learning progress. **Teacher Quality Standards: I, II, III, IV, V**

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| **Cycle Component** | **Correlation to Teacher Quality Standards** |
| **Accurately Record Progress**    Student progress should be recorded both formally within the district electronic gradebook and informally in teacher-created data organizers. Explicit school practices and district policies should always been followed. | * Establishes consistent and appropriate strategies for assigning grades. (III.h) * Bases grade on multiple measures that provide a comprehensive and consistent picture of student skills and knowledge. (III.h) * Implements school and district policies with fidelity. (V.c) * Maintains confidentiality of student and fellow teacher interactions as well as student and personal data. (V.d) |
| **Support Student Ownership of Learning Progress**    When students own their learning, achievement soars. Teachers should utilize a wide variety of instructional strategies to increase student self-regulation, self-monitoring, goal-setting, and metacognition. Students should not be expected to own their learning without carefully scaffolded instruction. Student ownership of learning is a skill that must be explicitly modeled and taught in the beginning. Regular guided practice for developing student ownership should be embedded to further the process of gradual release prior to students begin independently able to own their learning progress. | * Students recognize when they make procedural errors and take steps to correct them. (I.c) * Students choose challenging tasks and instructional materials and raise/answer complex questions. (I.d, II.c) * Students set own learning targets and reflect on learning. (I.e) * Students are actively engaged in their own learning and seek opportunities to apply workforce readiness skills. (I.f) * Students monitor their own behavior with respect to expectations set by the teacher. (II.a) * Students articulate an awareness of their learning needs, advocate for themselves, reflect on their learning, make adjustments to their learning tactics, and support their fellow classmates. (II.d) * Students initiate communication with teachers to discuss needs and seek out available assistance. (II.e) * Students accept responsibility for their behavior and time. (II.f) |
| **Communicate Progress with Students and Families**    Proficient educators provide and help students use descriptive, timely, specific and individualized feedback about the quality of their work.  Teachers should engage in regular communication, using a variety of methods – not just the Parent Portal – with parents to engage them and help them understand their child’s progress. A partnership approach to educating the child should be the goal. | * Teacher provides proactive, clear and constructive feedback to families about student progress and work collaboratively with families and significant adults in the lives of students. (II.e) * Teacher uses a variety of methods to initiate communication with parents and significant adults. (II.e) * Teacher maximizes home/school connection by coordinating information from significant adults and other colleagues who provide student services. (II.e) * Families and significant adults partner with the teacher and the school for the benefit of their students. (II.e) |
| **Collaboratively Plan with Colleagues to Guarantee Access to Further Learning**    The days of isolation in education are over. In order to maximize our efforts as a system that optimizes learning for students and promotes continual growth for each educator, teachers must engage in regular, collegial conversations with their peers regarding curriculum, instruction, student learning results, opportunities for improvement, and innovative ways to approach teaching and learning. | * Initiates and leads collaborative activities with colleagues, serves as critical friends to colleagues – both providing and receiving feedback on performance, and strengthens teacher practice based on colleague feedback. (IV.c) * Collaborates with colleagues to support student growth and development. (V.a) * Initiates and leads collaborative activities with colleagues to analyze student data and interpret results, apply findings to improve teaching practice, and share ideas to improve teaching and learning. (V.a) * Seeks out high quality professional development to meet professional goals, shares lessons learned with colleagues, and embraces new ways of approaching learning. (IV.b) |